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ABSTRACT

Historically, a close working relationship has existed between psychology and management. The holistic approach emerging in psychology from Lazarus' multimodal model will have a major impact on management practices, ultimately leading to the development of multidmodal management. The scientific psychology most managers are familiar with was based on Watson's behaviorism, Maslow's needs hierarchy, Skinner's contingency management, Vroom's expectancy model, and other psychological theories. The multimodal approach in psychology was necessitated by the failure of other methods to effect long-lasting changes in the individual's functioning. Lazarus employs the acronym "BASIC ID" to describe a therapeutic approach that encompasses the areas of Behavior, Affect, Sensory, Imagery, Cognition, Interpersonal, and Drugs (biological). While some modifications will have to be made to the BASIC ID when employed by managers rather than psychologists, the fundamental model can be adhered to. For example, managers confronted with behavior problems might be advised to try contingency management. When confronted by employees who display inappropriate affect on the job, desensitization or rational-emotive training might be used. Thus the manager interested in a holistic approach can use a variety of methods for helping employees improve their functioning. (JAC)

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MANAGEMENT TRAINING IN BUSINESS AND INDUSTRY: A MULTIMODAL APPROACH TO SUPERVISION

It is apparent that a close working relationship has existed down through the years between psychology and management. Advances in psychological theory and practice have often paralleled or contributed to advances in the management of human resources. In some instances it is clear that conceptual shifts in psychology have been instrumental in effecting similar developments in management; in other cases the developments have occurred concomitantly. An historical review of this relationship might prove instructive for both disciplines by demonstrating that as they have tended to develop together in the past, it is logical to expect such movement to occur in the future. It is the authors' contention that the "holistic" approach which is emerging strongly in psychology, via the multimodal model of Rutgers professor, Arnold Lazarus, will have a major impact on management practices, ultimately leading to the development of "multimodal management."

THE PAST

The scientific psychology that most managers are familiar with today was ushered in with the Behaviorism of John Watson in 1913. The basic tenets of Watson's Behaviorism called for a totally objective psychology dealing only with observable behavioral acts that could be described concretely in terms such as stimulus and response.

Thus psychology became experimental and reductionistic in approach. At approximately the same time that Watson was revolutionizing psychology, Frederick Taylor in 1912 formulated the principles of Scientific Management, the essence of which was to divide each job into a number of small easy-to-learn tasks. The worker was to suspend his own thinking and judgment in favor of a scientific, reductionistic approach. Thus in Behaviorism and Scientific Management, psychology and management paralleled each other in the early 1900's.

The reaction against Behaviorism occurred swiftly in the 1920's, taking the form of Gestalt psychology, which argued that man had to be viewed in holistic, molar terms, and that the S-R approach was not only wrong, but anti-human as well. At around the same time, the Scientific Management approach was being replaced by the human relations school of employee motivation.[2] This approach received its impetus from the Hawthorne studies of Elton Mayo in 1927. These studies emphasized that employees had to be treated as humans, that their opinions, hopes and fears had to be considered by management. Thus by the end of the 1920's, psychology and management had both become more humanistically oriented by turning away from a S-R approach.

Although need reduction or drive reduction theories have been popular since time immemorial, it has been the "needs hierarchy" theory of Abraham Maslow which has had the greatest relevance for management since the 1940's. Maslow's ideas were converted into management principles by Fred Herzberg and Douglas McGregor.

Herzberg's "hygienic factors" and "motivator factors," and McGregor's "Theory X" and "Theory Y" are reflective of the lower and higher needs in Maslow's hierarchy. McGregor's approach has spawned sensitivity training, T-groups, and encounter groups for supervisors,[3] while Herzberg's position has led to "job enrichment procedures."[4]

Lack of empirical evidence in support of need reduction theories led to return of more scientific approaches in psychology in the 1950's. In the forefront of this movement was the radical behaviorism of B.F. Skinner, who emphasized the effect of environmental contingency (rewards and punishments) on objective, observable behavior.[5] Within a short time Skinner's principles of operant conditioning were being applied systematically by managers. The success of Ed Feeney's work at Emery Air Freight was followed by several other studies in the area of Organizational Contingency Management.[6] Here we have another example of the interface of psychology and management.

By the late 1960's the narrow behavioral approach in psychology was giving ground to other orientations, in particular those stressing cognitive themes. Man's perceptions, beliefs, and attitudes were once again deemed to be influential factors in accounting for his behavior. In management a similar change was taking place. The expectancy theories of Vroom,[7] and the cognitive emphasis of Porter and Lawler[8] are two examples of such a shift. Thus the refocus in psychology paralleled a similar reorientation in management.

It would appear from the historical survey presented above

that psychological theory and practice, and management theory and practice have much in common. If, as it has been said, "past is prologue" it could be expected that a recent shift in psychology would be followed by a complimentary change in management. Such a shift is reflected in Wilbert McKeachie's presidential address to the American Psychological Association in 1976. McKeachie stated that, "the various subspecialties of psychology are once again approaching psychology with concepts that offer hope not only of communication and integration in psychology, but also of understanding the whole person as a cognitive, conative, affective, biological, and social individual."[9] The multimodal approach of Arnold Lazarus most certainly mirrors the essential aspects of McKeachie's statement. It integrates various past orientations both in theory and practice, while providing a systematic approach to altering human functioning. Since the multimodal model has reshaped much of psychology, it can be expected to have a major impact on management in the 80's. The remainder of this paper will detail the multimodal approach in psychology and describe how it can be employed functionally by the practicing manager.

THE PRESENT

Multimodal Psychology

The multimodal approach in psychology was necessitated by the failure of other methods to effect long-lasting changes in the individual's functioning. Clearly this failure occurred because the approaches were too narrow, too constricted, or too fragmented. What was needed was a holistic approach, but one grounded in

empirically validated concepts directly related to empirically formulated treatment methods. The multimodal model has integrated the best that scientific psychology has to offer.

Since man is a biological being who behaves, feels, senses, imagines, thinks, and relates to others, a holistic approach requires that each of these dimensions be considered when problems emerge. Lazarus employs the acronym BASIC ID to describe a therapeutic approach that encompasses these various areas. More specifically, the areas are: B - behavior, A - affect, S - sensory, I - imagery, C - cognition, I - interpersonal, D - drugs (biological). The multimodal approach is the thorough and systematic assessment and treatment of problems across the BASIC ID. A brief summary of some of the "ingredients" within each modality can be stated as follows:

Behavior	- Overt responses, acts, habits, gestures, reactions, etc. that are observable and measurable.
Affect	- Emotion, moods, intense feelings, etc.
Sensation	- Experience related to the five senses, as well as proprioceptive and kinesthetic effects, coordination, hallucinations, etc.
Imagery	- Vivid recollections, dreams, nightmares, self-images, etc.
Cognition	- Values, beliefs, attitudes, decision-making processes, problem-solving skills, opinions, reasoning powers, etc.

Interpersonal	- Interactions with significant others, friendships, communication networks, etc.
Drugs	- Reactions to medication, diet, exercise, sleep habits, general hygiene, etc.[10]

Multimodal psychology has responded to the ever increasing demand for a systematic eclectic approach to changing human functioning. The days of unimodal theory and practice (psychoanalysis, transactional analysis, behavior modification, cognitivism, etc.) appear to be numbered. It is the authors' contention that all managers are basically change agents, distinct from but closely akin to psychologists. The failure of most management theories to translate into effective systems of change has been due to the same deficits that have existed among psychological approaches--they have been too narrow, too subjective, and have failed to deal with the whole person. For example, contingency management or organizational behavior modification approaches tend to ignore affect and cognitions; dynamic models (psychoanalysis, transactional analysis) minimize the importance of changing overt behaviors; expectancy theories pay scant attention to affect, self-images or interpersonal relationships; the needs hierarchy approach provides little direction for coping with inappropriate behavior or affect. Thus managers, just as psychologists, need a holistic, systematic, practical method for managing their own functioning as well as that of their employees. A multimodal approach provides the solution by detailing assessment and change techniques across the BASIC ID.

The Future

It is apparent that some modifications will have to be made with respect to the BASIC ID when employed by managers, since their situation, objectives, and clientele are not the same as that of psychologists. This fact notwithstanding, the fundamental model can be adhered to. What follows is a discussion of the multimodal approach as it might be employed by the practicing manager in the future.

BEHAVIOR:

It is obvious that managers are constantly dealing with human behavior (B) on the job, their own and that of others. When that behavior (whether it be working a drill press, filling out a form, talking to a customer, being punctual, making a presentation, wearing safety goggles, etc.) is appropriate, managers want to strengthen it and when it is inappropriate, they want to weaken or remove it. Once the problem has been identified, managers need to determine whether it is a "can't do" or "won't do" problem. If it is "can't do," because of a lack of skill, the individual needs to be trained and this means acquiring new behaviors or modifying old ones. If it is a "won't do," or what is often perceived as a motivational problem, the individual is still going to have to modify his behavior such that he is now performing the acts that heretofore were not being done. Again, behavioral change is required. The basic question of course, is, "how does one change behavior?" Fortunately, psychology has identified a number of different approaches that have withstood the test of time and thus have proven to be effective. For example,

managers confronted with behavioral problems would be well advised to employ contingency management techniques in helping their people change." It should be kept in mind that in order to use such techniques effectively, the practicing manager will no doubt have to alter his own behavior, since he may not be managing (behaving) presently in accordance with contingency management principles. The Situational Leadership approach of Hersey and Blanchard in particular stresses the contingent relationship between the manager's behavioral style and that of his employees. Thus behavioral self-change may be as necessary as the behavioral change of others. Additional behavior modification techniques that could be employed would be modeling, behavior rehearsal, stimulus control and shaping. Once the supervisor has identified the problem behavior, it is instructive for him to know that specific methods for effecting change are available.

AFFECT:

Managers are frequently confronted with employees who display inappropriate affect (A) on the job. The attention given to anxiety/stress and their effect on employee health and efficiency has been of great concern in recent years. The fears and anxieties related to new job responsibilities, making a presentation, coping with deadlines, etc. often interfere with appropriate functioning. Therefore the resourceful manager wants to be able to help the employee overcome such emotions since they interfere with proper performance on the job.

Anger and hostility are pervasive in our society and frequently manifest themselves in business. Team work is predicated on positive feelings of group members for each other, and where anger and hostility exist, the job suffers. Any number of other examples could be provided but suffice it to say that a manager who is not knowledgeable regarding techniques for helping people deal with destructive emotions is going to be less effective. Again, it is also obvious that the supervisor who does not have his own emotions under control is headed for disaster.

Fortunately a number of techniques for dealing with inappropriate affect have been developed in psychology and are available to practicing managers. For example, desensitization is a method widely acclaimed for its effectiveness in helping people alter inappropriate affect, whether that be stress, anxiety or anger. In succinct terms, the method is based on classical conditioning and simply requires the systematic pairing of relaxation with stimuli presented hierarchically (such as images, persons, places, etc.). It is the authors' contention that this method can be used by managers to help their people modify unacceptable affect and in fact many managers are actually using this technique (but often unsystematically) without knowing it.

It would be naive however, to think that managers are going to teach their employees relaxation techniques and hierarchy construction since managers, after all, are not clinical psychologists. However, managers can use their personal relationship to elicit a relaxed state in employees, as when talking to them

calmly and supportively in their office or over lunch. At the same time topics that normally elicit stress, anxiety, anger, etc. can be brought gradually (hierarchically) into the conversation and in this manner desensitized. The net result is that the individual's affect can be changed. Basically this approach approximates a counseling procedure, and there is evidence that desensitization accounts for much of the success of the counseling process.[12] If the supervisor is more the assertive type than one who elicits relaxation, the assertive emotional response can be paired with the appropriate stimuli hierarchically, and thereby rendered less potent.

A number of other techniques for changing inappropriate affect are available to managers; to mention just a few: counter conditioning, flooding, emotive imagery and rational-emotive training. Thus the manager interested in a holistic approach can fashion affective, as well as behavioral change.

SENSORY:

At first glance the sensory modality (S) may seem to have little relevance for the practicing manager. But yet in numerous ways the supervisor is confronted with complaints and problems that relate to the employees' sensory experiences. Some find the noise level too distracting, the lights too dim or too harsh, the odors from smoke or chemicals aversive, the soap in the washroom irritating, etc. Employees complain of stomach spasms from job pressures, tension in their jaw or neck from stress; some get

the "shakes" before presenting a report, etc. Managers may detect the "rash" of embarrassment when a worker is corrected on the job, the "flush" of anger when annoyed, or the "blush" or self-consciousness when praised. Obviously the manager himself may experience any or all of these sensations, and certainly not all of them are problems. Some of them clearly are however, and the manager who is alert to these difficulties may head off more serious conflicts by resolving them quickly.

A variety of methods are available to the manager intent on obviating these complaints. Some involve manipulating the environment, changing schedules, restructuring the job, providing breaks, etc. Others require helping the employee(or the manager, himself) to develop coping skills. On the basic level, this might involve referring the individual to pamphlets or booklets on stress management, relaxation techniques, breathing exercises, etc. On a higher level, it may mean providing workshops for personnel on methods for enhancing their sensory experiences on the job, as well as altering unpleasant ones. And on a still higher level, it might mean providing exercise or relaxation rooms, longer breaks for practicing these skills, bonuses for mastering such techniques, etc. The point is that sensory problems exist on the job, interfere with efficiency, and ultimately affect production. Once identified they can be resolved, but the manager must be alert to them and keeping the "S" and the BASIC ID in mind increases such sensitivity.

IMAGERY:

The mental images (I) that employees have of themselves, their coworkers, and of past or future events can have a significant impact on work performance, as well as on other aspects of their functioning on the job. Imagery is a modality that rarely is attended to by a manager, primarily because its influence on a person's behavior is not easily discernible. It is an area worth investigating, however, since the source of an employee's difficulties may be with the negative "pictures" that she visualizes with regard to certain work related situations. An employee may be capable of performing a particular task, but because she "sees" herself failing at that job, her chance at success may be jeopardized. Negative images of a coworker could prevent an employee from utilizing her usual assertiveness skills, if she frequently "visualizes" the coworker reacting in a threatening, aggressive manner to a simple request. Employees may have difficulty achieving a particular job goal because they are unable to "imagine" its attainment. Work that requires creativity, such as engineering or interior design could be hampered by an employee who is lacking in her ability to "fantasize."

Methods for assessing and changing negative imagery have been used successfully by psychologists, and could be easily modified to fit the needs of managers who desire a full repertoire of techniques to maximize employee effectiveness. A manager can determine if it is an employee's imagery that is responsible for

poor performance by focusing on the language used by the employee to describe the problem. For example, if an employee who is apprehensive about giving a presentation states that she can "picture" herself being inarticulate during the talk and can "see" her coworkers laughing, it is reasonable to assume that those images are causing her anxiety. In instances where problematic imagery is not apparent, techniques for eliciting imagery could be employed.[13] A simple method would involve asking the employee to conjure up an image of a relevant past or future event and to describe it in detail. Often the difficulties related to negative imagery emerge immediately.

Once a supervisor has identified the existence of an imagery problem, she can utilize various techniques in helping an employee modify the negative images. Encouraging the employee to replace the "picture" of failure that exists with one of success might alleviate considerable anxiety, and thus, improve the employee's performance. If a person could not visualize herself performing a task but could "see" a coworker functioning capably, exaggerated role taking could be used.[14] In this method the employee "pictures" the coworker actually engaging successfully in the task, and then imitates her action, first in imagery and then on the job. Specific exercises are also available for improving mental imagery and may be helpful in improving an employee's creativity. Since "picturing" the successful completion of a task increases the likelihood of an accurate performance, managers could increase job proficiency by encouraging all their employees to utilize imagery techniques whenever they are learning a new skill.

COGNITIVE:

Many of the difficulties managers encounter with their staff may be related to inadequacies in the employees' cognitive functioning (C). Irrational assumptions or deficiencies in the thinking process itself could result in inappropriate behavior, extreme emotional reactions, and problematic interpersonal relationships. On a basic level an employee who does not have sufficient knowledge or does not possess the necessary intellectual ability will not be able to perform his job. Employees who are unable to make decisions, who are lacking in problem solving skills or who are unable to maintain their concentration will be extremely inefficient in most work situations. The way employees interpret and label their experiences, the assumptions they make concerning their own behavior and that of others, the beliefs they rigidly adhere to are all cognitive factors that can have a negative influence on job performance as well as related aspects of functioning. Thus, managers need to be aware of what and how their employees think, and be equipped with methods for changing irrational or dysfunctional thoughts and/or the thought processes themselves.

Psychology has developed numerous techniques for assessing and changing cognitive content and process in order to modify inappropriate feelings and actions. Many of these techniques are directly applicable to management and can be used to enhance managerial effectiveness. The Rational-Emotive method originally developed as a psychotherapy approach, has been recently adapted to deal specifically with the problems and concerns of executives

by Albert Ellis.[15] Briefly, this method entails identifying the faulty, irrational ideas frequently held by employees and then using disputation, questioning, and relabeling to change the dysfunctional beliefs to ones that are more accurate and realistic. Further, the use of gross exaggerations, imperatives and absolutes such as "awful," "can't," "should," "always," "never," etc., when labeling experiences is reflective of irrational thinking and can lead to strong negative feelings. If an employee defines a particular difficulty on the job as insurmountable, for example, and seems to believe that the problem can never be resolved, that his coworker should have provided assistance and concludes as a consequence of the problem that he himself is incompetent, the result is predictable. This person will most likely be overcome by feelings of self-doubt and worthlessness, will be angry at his coworker, and thus, be ineffective in coping with the situation. Managers who are sensitive to their own and others' use of such terms will be in the position to correct such irrational talk and, hence, alter irrational thinking. In addition, familiarity with the most common illogical assumptions that people make which have been cited by Ellis will enable the manager to identify and challenge them on the job.[16]

For employees who manifest other cognitive deficits, managers can provide training in problem-solving, decision making, and focused attention.[17] Cognitive change techniques can also be used for stress reduction to control anger and in clarifying values.[18] Thus a number of opportunities to help improve the functioning of

employees is available to the supervisor who is sensitive to the "C" in the BASIC ID.

INTERPERSONAL:

It is almost a truism to state that more problems on the job are caused by employees' inability to get along with each other than anything else. Bill complains that Harry talks too much; Mary feels that Sue is too opinionated; Art doesn't like the way Bob leaves his work area; John refused to discuss his problems with Wilma because she is a woman; Ned is overly suspicious of the motives of others; Pat is too dependent and easily exploited by her coworkers; Betty is often trying to get others to do her work, etc. The manager, who is able to effect peace and harmony among her employees has the "Midas" touch. In fact, if she herself is able to relate positively with the staff, many potential problems will never surface. The key point is that a large number of employees have no idea as to how they impact others, or knowing this have only the most rudimentary skills for resolving conflict. In short, some people have never learned how to relate to others, are seemingly locked into a destructive pattern or would like to change but do not know how. The manager can help, and must help, if morale is to be kept high and interpersonal (I) relationships productive.

For individuals who are too critical of others, effective feedback techniques can be taught. To forge meaningful relationships, the use of positive reinforcement, centering, and shaping

can be employed. To improve communication, emphasis can be placed on "active listening" techniques, empathic messages, and an understanding of "ego" states. To reduce aggression and submissiveness, "I" messages, and assertive responses can be demonstrated. During conferences with employees experiencing difficulty in the interpersonal arena, modeling, role playing, and behavior rehearsal can be used.[19] Thus, in the face of such discord on the job, there is much that multimodal psychology has to offer the practicing manager enabling her to obviate these difficulties.

DRUGS:

Although Lazarus uses the symbol "D" (Drugs) for the last modality, in actuality it designates any physical/organic problem that the individual might have. This modality also includes physical appearance, mode of attire, intoxication, speech disturbances, coordination, physical fitness, diet, sleep patterns, and general well being. While it is true that many of these problems of necessity, would be treated by a physician, some may be within the scope of the manager. When problems arise on the job, a resourceful manager is well advised to inquire as to the sleep patterns, eating habits, or exercise regimen of the employee. Changes in appearance, speech difficulties, or general sluggishness may be symptomatic of other problems or simply problems in their own right. Granted that in many instances, the manager can do little more than advise a medical consultation, but in some cases however, she may be able to avoid problems by preventative

measures. Encouraging regular exercise and proper diet for those overweight, setting regulations for smoking on the job, allowing free time after a particularly strenuous project can go a long way toward preventing health-related problems. Better yet, good health can be promoted by providing incentives for changing unhealthy patterns of behavior. Incentives such as financial bonuses for enrollment in exercise programs, citations for weight loss, time off for "giving up smoking" are some obvious examples of methods that managers might employ. It is apparent that the manager has a stake in the health of her employees, and taking steps to ensure it can reap industrial benefits. Again, the manager must first be sensitive to her responsibility in this area before anything can be done. From another perspective, it presents further opportunity for the resourceful manager to enhance the functioning of her people.

CONCLUSION

The multimodal approach in psychology is still a relatively recent phenomenon. It has been widely accepted however, because it has built on methods that have proven effective in the past. It has stressed a holistic orientation, one that integrates the different aspects of man and systematically assesses and treats across a wide range of modalities. It is conceptually sound and scientifically rigorous.

To be sure, management theory and practice have derived much from new directions in psychology. There is every reason to believe therefore, that the success of the multimodal model in psychology will be paralleled by its success in management. The BASIC ID is the essential framework for assessing and modifying the problems that every manager faces. Most certainly such a comprehensive model presents the manager with a formidable task, demanding dedication, skill and perseverance, and above all a sincere desire to help his people grow, develop and change. It is an approach whose time has come, and if history can be said to be a valid teacher, then the future should witness the strong emergence of multimodal management.

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